

### ONGOING COMMUNICATION OF GROWTH AND PROGRESS



#### ONGOING COMMUNICATION

Communication between home and school should be frequent and timely. We encourage you to regularly communicate with your child's teacher regarding their progress.



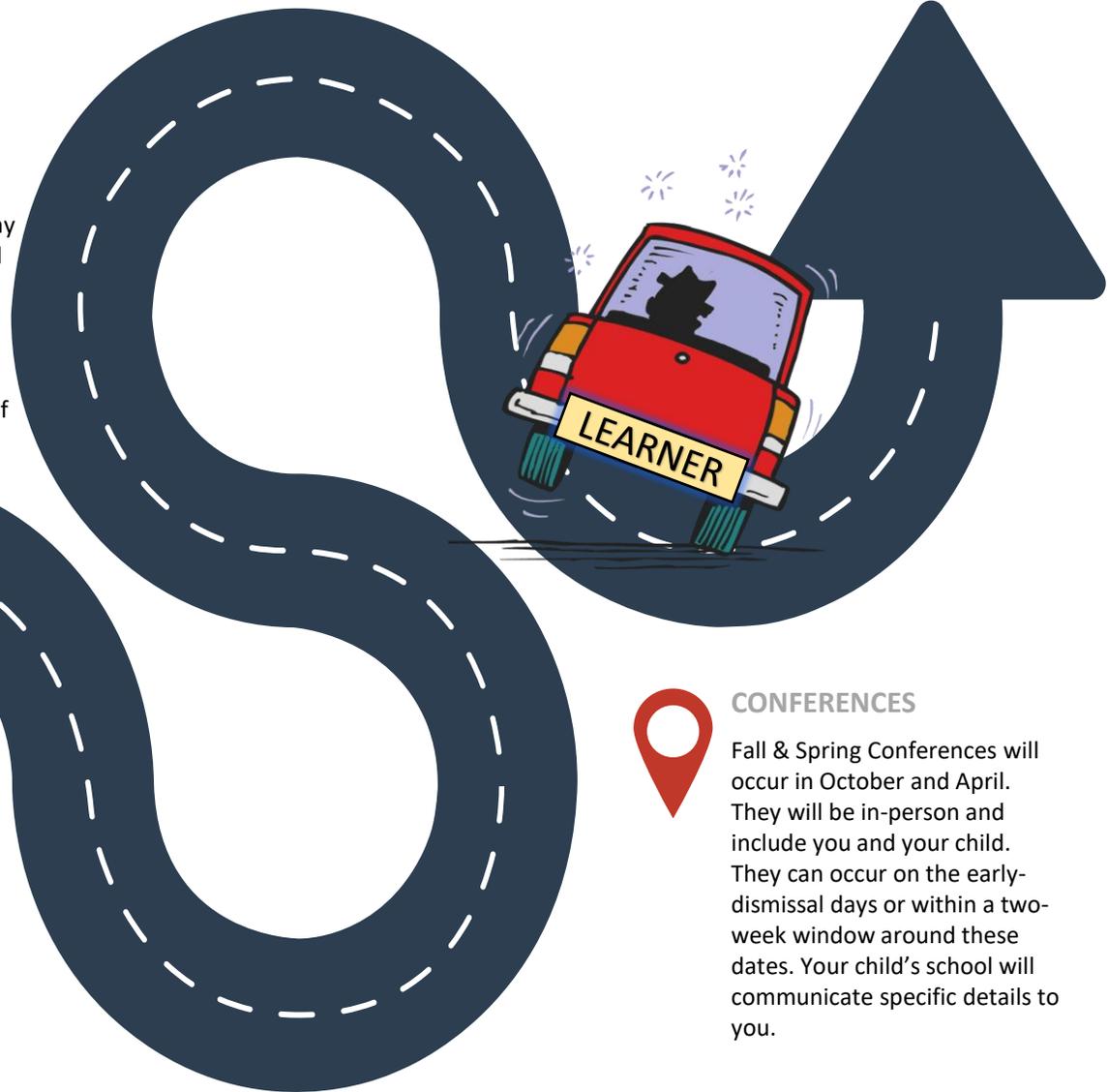
The goal of Communicating Student Learning is to ensure that communication between home and school is effective and timely, so that:

- Caregivers are well informed about their child's progress
- Caregivers are involved as partners in a dialogue about their child's progress and the best ways to support and improve learning
- Students are provided with information that is meaningful to them and helps them to improve their own learning



#### POINTS OF PROGRESS

During the semester, caregivers will receive formal and informal communication regarding student proficiency and reference to evidence of learning. These points of progress may take place at any time during the semester and will include feedback on how students are progressing and what their next steps are. These Points of Progress may be shared through a variety of formats that may include ePortfolios.



#### CONFERENCES

Fall & Spring Conferences will occur in October and April. They will be in-person and include you and your child. They can occur on the early-dismissal days or within a two-week window around these dates. Your child's school will communicate specific details to you.



#### MID-COURSE COMMUNICATION

At the semester mid-point, caregivers will receive a mid-course communication of progress through MyEd BC or an ePortfolio that includes strength-based feedback, student proficiency, and comments on student engagement.



#### COURSE-END COMMUNICATION

At the end of each semester, caregivers will receive a summary of progress through MyEd BC that includes strength-based feedback, student proficiency, comments on student engagement, and information about student core competencies.

# Understanding the **PROFICIENCY SCALE**

## THE LEARNING JOURNEY TAKES TIME AND PATIENCE

For every individual student, learning moves through various stages. The end goal is the same – learning and demonstrating a specific skill or understanding. However, the time it takes for each individual to reach their destination and the route they take to get there varies. The Proficiency Scale is a way for teachers, students, and parents to understand where each student is on their learning journey and what they need to work on to move forward towards proficiency. The following examples are adapted from Katie White, who describes the stages of learning in the context of learning to drive.

**EMERGING**

**When learners are emerging, they are in the process of building their readiness to learn. This includes elements such as becoming familiar with language, background context of foundational skills.**

When we are learning to drive, before we get behind the wheel, we need to learn what the street signs mean, the basic rules of the road, and what all the parts of the car do. We need a solid foundation before we move onto practicing the skills we are learning and move to being supported.

**DEVELOPING**

**When learners are developing, they are working with others to improve their skills and understanding. This is where students spend most of their time practicing, refining, making wrong turns, and correcting their processes and thinking.**

This is when we actually turn on the car and try driving. We need opportunities with someone to guide us where we might need support and further practice with the process. It is this practice with a more experienced driver that allows us to move towards proficiency.

**PROFICIENT**

**When learners are proficient, they are able to demonstrate the skills they have learned independently and with confidence. Students are able to show their proficiency in a number of ways.**

Drivers demonstrate their proficiency by passing their final driving test. Once they show that they have the skills to drive independently, they no longer need someone in the car with them; they can continue to develop their comfort and enjoyment independently.

**EXTENDING**

**When learners are extending, they are free to explore the larger applications and possibilities of their learning. As they have deeper understanding, they have more opportunities to make thoughtful connections and to innovate.**

Once drivers are extending, they can try their hand at many new experiences. They can drive different sorts of vehicles and explore different terrain and weather. Their proficiency in the skill of driving allows them to explore the world in new ways.



	<b>EMERGING</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>EXTENDING</b>
<b>Proficiency Scale</b>	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.